

# **Personal Health and Development: Grade 7**

2018-2019

CURRICULUM GUIDE

# Personal Health and Development

## Essential Question and Pacing

**How do my health choices impact me and my community now and in the future? (18 weeks)**

### Enduring Understandings

Students in Personal Health and Development will explore information about how to develop a healthy lifestyle. Students will leave the course with the ability to make decisions that lead to a healthy lifestyle.

Students will use appropriate verbal and written skills to communicate what they have learned. They will use critical thinking, problem solving, communication and collaboration skills.

### Suggested Texts and Resources

#### Textbook

Pruitt, Allegrante, Prothrow-Stith. (2014). *Health and Human Sexuality*. Pearson.  
 Topic 1: Social Health Chapter 2, Chapter 6  
 Topic 2: Emotional Health Chapter 3, Chapter 4  
 Topic 3: Nutrition and Weight Control Chapter 8, Chapter 9, Chapter 13  
 Topic 4: Substance Abuse Chapter 15, Chapter 16, Chapter 17  
 Topic 5: Sexually Transmitted Disease Chapter 22  
 Topic 6: Prevention of Pregnancy Human Sexuality Addition Chapter 1, Chapter 3, Chapter 4,

#### Film Clips/Activities

Topic 1: Teens Talk Video 2 Being Your Self  
 Topic 2: Teens Talk Video 3 Stressed Out  
 Topic 3: Teen Talk Video 8 Food for Thought, Video 9 Goals for Healthy Eating, Video 13 Fit for Life  
 Topic 4: Teen Talk Video 15 Drinking Dangers, Video 16 Tackling Tobacco, Video 17 The Risks of Drug Abuse.  
 Topic 5: Teen Talk Video 22 Risks and STIs  
 Topic 6: Teen Talk Video 20 Pictures of Perfection, Video 6 Choosing Abstinence, Video 19 Teen Pregnancy.

#### Links:

cte.dmschools.org  
 grading.dmschools.org  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

#### Evidence of Learning

Topic 1: Social Health- Conflict Resolution and Tiered Assessment  
 Topic 2: Emotional Health- Stress Reduction Plan and Tiered Assessment  
 Topic 3: Nutrition and Weight Control- Healthy Lifestyles for Individuals and Tiered Assessment  
 Topic 4: Substance Abuse- Drug Presentation and Tiered Assessment  
 Topic 5: Sexually Transmitted Disease- Super Villain Poster and Tiered Assessment

**Scales**

Topic	2	3	4
<b>Social Health</b> CDC NHES 2.12.3- Analyze how peers influence healthy and unhealthy behaviors. NFCS 13.4- Evaluate effective conflict prevention and management techniques.  <b>(3 weeks)</b>	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>2A -Self-esteem, peer-pressure</li> <li>2B - conflict resolution, consequences</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>2A -The development of a healthy self-esteem.</li> <li>2B -Healthy and unhealthy methods of conflict resolution.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>3A -Evaluate self-esteem's impact on peer pressure</li> <li>3B -Use effective communication skills to resolve conflicts.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>Emotional Health</b> Iowa Core Health Literacy- "...Engage in appropriate stress-management strategies that enhance health..."  <b>(3 weeks)</b>	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>2A - Stress, stressor, fight vs flight, eustress (motivational stress) Coping, resilience</li> <li>2B - Depression, clinical depression, suicide</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>2A - Types of stress and stressors in their lives.</li> <li>2B - Warning signs of depression and suicide.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>3A - Distinguish between positive and negative ways to cope with stress.</li> <li>3B - Recommend ways to assist those at risk for depression and suicide.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
<b>Nutrition and Weight Control</b> NFCS 14.0- Demonstrate nutrition and wellness practices that enhance individual and family well-being. 14.1- Analyze factors that influence nutrition and wellness practices across the life span.	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>2A - Essential nutrients</li> <li>2B - Food labels</li> <li>2C - My plate</li> <li>2D - Fitness</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>2A - The six essential nutrients and their function.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>3A - Plan food and fitness choices to maintain a healthy lifestyle.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.

<b>(4 weeks)</b>	<ul style="list-style-type: none"> <li>• 2B - How to read a food label.</li> <li>• 2C - My plate food recommendation</li> <li>• 2D - Ways to increase physical activity in your daily life.</li> </ul>			
<b>Substance Abuse</b> CDC NHES 1- Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.12.8- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. <b>(4 weeks)</b>	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>• 2A - Drug, medicine, prescription, over-the-counter, Side effects, addiction, misuse and abuse.</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>• 2A – The side-effects and long-term effects of commonly misused and abused substances.</li> <li>• 2B – Available resources for those who are abusing or are addicted to harmful substances.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>• 3A – Analyze the impact of drug misuse, abuse and addiction on the individual and their community.</li> <li>• 3B - Develop a plan to assist those who are abusing or are addicted to harmful substances.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	
<b>Sexually Transmitted Disease</b> NSES SH.12.CC.1- Describe the common symptoms of and treatments for STDs, including HIV. <b>(2 weeks)</b>	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>• 2A - Chlamydia, Gonorrhea, Syphilis, Herpes, Hepatitis C, HPV, HIV, Pubic Lice, Scabies, Trichomoniasis</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>• 2A – The transmission, symptoms and treatments for STDs.</li> <li>• 2B – Resources to promote prevention of STDs.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>• 3A – Analyze the impact of STDs on the individual and community.</li> <li>• 3B – Develop a plan to protect oneself and prevent the spread of STDs.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	
<b>Pregnancy Prevention</b> NSES PR.12.CC.1- Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. <b>(2 weeks)</b>	<u>Students will recognize or recall specific vocabulary such as:</u> <ul style="list-style-type: none"> <li>• 2- Abstinence, Barrier, Hormonal, Behavior</li> </ul> <u>Students demonstrate an understanding of:</u> <ul style="list-style-type: none"> <li>• 2 - Methods for preventing conception.</li> </ul>	<u>Students demonstrate they have developed the ability to:</u> <ul style="list-style-type: none"> <li>• 3 – Develop a plan to prevent pregnancy.</li> </ul>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.	

Course Description: Personal Development & Health is a course designed to provide students with information about how to develop a healthy lifestyle. The topics included are self-concept, nutrition, exercise, substance usage and sexuality. Students will apply the decision making process to health choices and examine the interrelation between physical, emotional, mental and social health.